

## 講演記録

## 「イギリスにおける観光教育」

## Tourism education in UK

Prof Graham Miller

サリー大学 観光・ホスピタリティマネジメント学部

学部長 グレアム・ミラー教授

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## 要旨：

今日のツーリズム教育を考えるにあたり、大学教育全体に大きな影響を及ぼしている流れを知る必要がある。ここでは特に9つの流れを取り上げ、それらの大学教育の目的そのものに及ぼす影響について考察する。その後、サリー大学のカリキュラムを例にイギリスにおけるツーリズム教育を紹介し、最後にツーリズム教育の目指すべき目標、その指針となる教育理念について述べる。

I have two jobs at the University of Surrey – I am the head of school of Hospitality and Tourism Management. We have around 800 students - around 500 Undergraduate students on tourism and hospitality programs, about 250 Master's students (Postgraduate students) in tourism and hospitality, and around 40 to 50 PhD students in tourism and hospitality. So we have quite a big program. We have around 30 academic members of staff – permanent members of staff, plus other service teachers who come in to teach different things. We have our own training restaurant, where students can practice hospitality as well.

I am the head of school for all of this, but I am also an academic, I am a researcher. So the first, main part of my job is a professor for sustainability – this is my academic area, so tomorrow I will talk about some of my research, but today, I want to talk about teaching in higher education.

What I want to do today is to look at my presentation in three parts. The first part is about some of the big things that are happening in the world, which are affecting higher education in the UK – so some of the big trends, some of the big forces that are impacting on education in the UK. Then I want to look at tourism education in the UK, and then again look at some of the big trends that are happening and then lastly, I want to talk about our philosophy. So how we, at the University of Surrey, how we do tourism education. How we

make sense of all these big forces, all these UK forces, and what that means to education in tourism at the University of Surrey. So three stages in the presentation today.

## 9 trends

There are nine trends that I want to look at today. When I teach in England, I don't use words, I only ever put up pictures. I don't like words, because the students read the words and they don't listen. But for today, I've added some words so that you can read and listen.

This painting is by JMW Turner, famous British artist (Figure 1), and it shows an old navy ship at the end of its life being taken to be destroyed, to be broken up, because the navy developed new ships – faster ships, bigger ships, stronger ships. So this painting shows an old object which is no longer useful being sent away. Some of these forces threaten to do the same to higher education in the UK. This is the danger that these forces represent.



Figure 1: *The Fighting Temeraire*, J. M. W. Turner, 1839

### 1) *Cost of higher education*

The first force I want to look at is the cost of higher education. In the UK two years ago, students paid £3000 per year (approx. ¥400,000), then two years ago, the government changed this, and made it £9000. So in one year, we went from £3000 to £9000 – a huge increase, three times in one year. Now the students pay us money directly. Before, the students paid little and the government gave us the rest of the money. Now we get no money from the government. We get all the money from the students. So the students have become our customers, they see themselves as our customers, but what we also see is the beginning of some private universities. So we have these new universities, private universities.

All of our universities are public universities, my university is a public university, but we now have six private universities. They are all new private universities. They can charge whatever money they like. Their fees have become very high – this university (New College of the Humanities<sup>i</sup>) is £18,000 per year, so it's double that of my university, but they have very few students and they have the very, very top professors. So if you want to study ethics, they have Peter Singer from Princeton University teaching ethics, and they have one-to-one classes. So I could study ethics from Peter Singer, who is the top ethicist in the world. It's an amazing experience that they will provide to you but for a huge, huge price. So we see the beginning of private universities, which I know you have in Japan, but this is new for us.

### 2) *Entry of for-profit providers*

We also see the beginning of private for-profit universities. These are commercial companies who have begun in the UK. BPP (Brierley Price Prior-est 1976) have bought the College of Law, they have bought a college of business, they have bought a college of accountancy<sup>ii</sup>. We have one university, which is in financial trouble, and there are rumors that they are trying to buy that university at the moment, so we see the beginning of

for-profit commercial universities coming to the UK. My very strong suspicion is that they will become interested in tourism as tourism is a popular course. A university like BPP focuses on accounting, marketing, human resources, law, health, finance, business – very practical subjects, very vocational subjects. So surely they will be interested in tourism very soon. At the moment they have around 7000 students.

### 3) *Entry of Not-for-profit providers*

We also see the entry of not-for-profit universities – so still private, but not-for-profit universities. As an example we have the Laureate Group. The Laureate Group<sup>iii</sup> has Bill Clinton as its president. They have 65 universities around the world, operating in 29 countries. So they have hundreds and thousands of students across the world. In the UK, they work with the University of Liverpool, and Laureate Universities provide all of their on-line courses. All of their distance learning courses are not provided by Liverpool University, but by Laureate Universities. So in effect, this organization has taken their on-line provision, their on-line courses, and they're operated not by the University of Liverpool, but as a partnership operated by Laureate Universities. And I notice there's one in Japan – St Thomas University, which was Eichi Daigaku, is now part of this network. So this trend is already coming to Japan. Because it has Bill Clinton, it has a lot of support, and this is not a trend that will go away, this is a big well-supported movement. Obviously it is very big in South America, big in Europe as well – they have 740,000 students registered worldwide. This is a lot of students. My university has around 20,000 students, and this is 740,000 students. This is big.

### 4) *City education hubs*

The fourth of these movements is that universities are moving, universities are operating in places which are not their home. Universities, traditionally, are very tied to their location. And if your location is not such a good location, that will make it difficult for your university, because you are in an unattractive, inaccessible, difficult part of the world. But universities have realized that they can move – we don't have to be here, we can move to somewhere that is more attractive. My university is very close to London, we are about 25 miles from London. But London is one of the most attractive cities in the world to be a student, so we see lots of universities coming to London and setting up campuses in London. They rent a building, they run classes, they use on-line, they have discussions, so we see a lot of competition for us from the universities which are from other parts of the

country – Scotland, Wales, we have American universities, we have French universities, we have German, Spanish, Australian universities come to London. This table is by QS<sup>iv</sup> who does the world ranking of the league table that shows the most popular cities for universities (Table 1) – for students, Boston, London, Melbourne and so on. This represents a lot of challenges for us. It's a problem for us, because it is our students that are being taken by other universities. This is a new challenge.

Table 1: QS best student cities 2012

RANKCITY (Click to view profile)	COUNTRY	STUDENT MIX	QUALITY OF LIVING	EMPLOYER ACTIVITY	AFFORDABILITY	OVERALL
Paris	France	85	91	96	54	421
London	United Kingdom	87	88	89	41	405
Boston	United States	85	89	83	44	399
Melbourne	Australia	100	94.5	84	28	398
Vienna	Austria	99	99.5	81	62	389
Sydney	Australia	94	97	81	25	384
Zurich	Switzerland	84	99	81	51	381
Berlin	Germany	81	95	57	71	376
Dublin	Ireland	92	91.5	70	43	376
Montreal	Canada	85	93	68	46	372

(from QS Best student cities 2012, <http://www.topuniversities.com/best-student>)

#### 5) Blended learning

The fifth challenge I want to talk about is what we call blended learning – the mix of teaching face-to-face and the use of internet for teaching – the balance of teaching face-to-face or the balance of using the internet. So again, we see a lot of competition from on-line providers that are able to provide courses cheaper than we can offer courses, and in some cases, offering materials for free. If you look at the Khan Academy<sup>v</sup>, it's run by a gentleman called Salman Khan from Bangladesh, who he went to MIT and to Harvard, and became friends with Bill Gates from Microsoft. Bill Gates and Google have put a lot of money and resources behind the Khan Academy. They say 185 Million dollars has been delivered to the Khan Academy. So if you don't know something, have a look at the Khan Academy and you can learn about anything entirely for free. If you want to learn about economic crisis in Greece, there is a series of tutorials to explain the economic crisis. If you want to learn computer science or math, they are there. The criticism has always been that there is no quality control, but it seems to be, through social networking, peer grouping kind of approach, this information is ok.

Now if you are studying this way, then there's no interaction, there's no discussion that can happen with your fellow students. If you don't understand, all you can do is to go back and watch it again. And you still may not understand.

So there's still that problem - no opportunity for help, you don't get all the other benefits of education but if what you want is very practical understanding, then this is quite a good tool for you. And it has a huge advantage – instead of paying £9000 per year, it's free, absolutely free. So this is a big challenge. This is just one example – MIT is providing a lot of their information for free, their curricula for free, Stanford is providing their information for free. So there is a big push to make this kind of material free.

#### 6) Unbundling the learning chain (outsourcing part of curricula to outside expertise)

What I think is interesting about this, at the moment our university is having a discussion and I'd be interested in your comments on this, about how we teach students to be competent, to be able to use computers. Do we need to teach them how to use Microsoft Office, to use Word, to use Powerpoint, to use Excel – basic skills? So do I need to employ somebody to teach Word, Powerpoint, Office, because when we talk to employers about the skills they want from our students, they say students need to be excellent at computer skills. So do I employ somebody to teach them, but Microsoft does the same kind of course online and we can pay money to Microsoft, and my students can register to this kind of program. It seems to me that Microsoft teaching Microsoft is better than me employing somebody to teach Microsoft, because I can't employ someone better than Microsoft because Microsoft has more money than I do. So in effect, even for us, we are using this kind of service to teach some skills, because they are better. I accept that Microsoft should be better at teaching Microsoft than I can teach it.

So what we may be beginning to see is what we might call unbundling – universities have bundled all the aspects of learning together, but potentially what we see is unbundling of aspects of learning. We say that actually some parts of learning can be done better by other people in other places, so we should let them do that. So we are beginning to see fragmentation or unbundling. Already in the UK, we see it at my university, we have Starbucks, and some of our catering is outsourced. At another university, all of their administration, all of their management is given to a private company, it's not done by the university. It's on the university campus, for the universities, but not by the universities. So we're beginning to see unbundling of education – We could potentially have the Khan Academy doing some of the teaching for us. At the moment, students don't get credits if they study this, purely for information, but if we could say 'yep, this is pretty good' –

if students do this and pass its test at the end of it, we can give them credits. We've got the degree power, the awarding power, they don't, but they've got pretty good information. Then we could use their information. So this is why I like this picture by Turner showing the old ship being taken away by the new ship. There is an academic called Clayton Christensen and he talks about 'creative disruption' or 'disruptive innovation'. This is an old idea re-packaged from Joseph Schumpeter – the idea is that the new idea will come along which will change the old way of doing things. Christensen looks at some of the airlines, and looks at education, and says that education has focused on who its consumers are now and how we can make education better for the students we have. What education is not doing is looking at people who are not currently students. People like the Khan Academy are looking at all these people who are not university students, and designing a product for them. We are designing a product for actually a small part of the society who are our students, the kinds of people who come to universities. And we kind of ignore all of these people who are not students, or could never be a student under our current model. And Christensen argues that there are more people who are not our customers than the people who are our customers. So we, by focusing on a few people, we miss lots of people and there is a danger that we end up with a product which is overtaken by somebody who designs a product for all of these people, while we design our product for a few people. This is disruptive innovation and I think online providers are a big risk for us.

#### 7) *Changing nature of research providers*

One of the other big trends we see is an increasing number of think-tanks – research organisations which are not universities, they don't have students. Places like the Brookings Institution<sup>vi</sup> are just full of people who think. They do the kind of research we all do but they don't have students knocking on their door all the time asking questions. They could be more productive than we can, because their focus is just research, and if they are more productive, they will develop more of a reputation, they will be listened to, be more influential. So what does it mean to universities, when we see more of these institutions? I like their slogan – *quality, independence and impact*, and I thought that could be our university slogan apart from impact. I think university research is very good quality, yes we do quality research; independence, yes we do independent research, but do we have impact? Sometimes, to some extent. So again, I think this is a big challenge for us as universities.

#### 8) *Increase in global alliances*

We've seen changes in the research providers, we also see changes in global alliances. We all have a vice president in international affairs trying to create partnerships with universities. We have a global alliance with universities that we partner with, and I'm very keen to work with Wakayama Daigaku to create a partnership with Surrey, because it is very important for our students to travel outside of the UK. Last year, we had 20 students travel to other universities in their second year, and this year, we'll have 20 students come in to our university. Even if students don't go overseas, they still have the benefits of students coming in to the university. So this kind of exchange is really important – it's important for staff to be able to exchange ideas, I think it's very important for Japan, particularly if the tourism is trying to catch up a little bit with other parts of the world, to have exchange opportunities, I think that's really important.

This increasing global alliance, this is clearly going to become a bigger trend in the future. It is so important for our marketing program to be able to show that we are international. We can't be just UK-focused.

#### 9) *Changing purpose of higher education*

So all of that leads to a question of changing the purpose of higher education. I feel like, in a very short period of time, since 2008, when the British economy collapsed, with the banks and all the troubles in the Western world, so only in about the last 5 years, government has cut its funding for higher education, that made it very difficult for us in many many ways. But there's been a change in the social contract, if you like, between universities and the society. The society is saying that they are not ready to pay for universities anymore, that a university has to look after itself, and it has to become more of a business, more independent, and if the students want to come to university, they have to pay themselves. So there's been a change in the agreement, if you like, between university and the government, university and the society, it's changed in the last 5 years. That has led to a change in purpose in higher education.

So what I want to do now is to look at how tourism education is changing. I'll focus on the UK, I hope you will understand why I concentrate on the UK, but I will talk more broadly afterwards if you have questions.

### **Tourism Education**

So how is tourism education developing? This picture was taken last year in Kenya (Figure 2). This is the border

between Kenya and Tanzania where I take a field trip of my students – to Kenya last year and this year, we go to Morocco. This is an example of changing tourism education. We used to do fieldtrips in the UK but because students are paying more money now, so we have to give them more. They expect more from us, and we can use this kind of product, this kind of experience as part of the marketing to sell our program. So this picture is an example of how tourism education is changing in the UK. We're becoming more commercial, I think it's becoming better, because this is fantastic –really hard work but it was a great experience. That wouldn't have happen, or didn't happen, 5 years ago.

So what I want to look at is some of the details. In 2013 there are 114 universities in the UK, which offer courses in tourism. We have around 150 universities in the UK. 114 offer tourism courses this year. Now that has declined a little – in 2006 there were 122, it has come down a little. There were 21 universities that have stopped offering tourism, but there were 18 new universities that offered tourism. So that was a bit of a turnover of courses. What has become very important for us is the ranking of universities. So we've become obsessed, these rankings have become so important for us. So I'm very fortunate that Surrey is No. 1, the disadvantage of this is the only way we can go is down. So this is a bit of a risk for me to be a head of school, but we're very proud to be the No. 1 ranked university.

This league table<sup>vii</sup> looks at student satisfaction, this is a very important part of the league tables. They look at our research quality, they look at the points, the entry level of students, so students come in with high entry grades, we get more points if they come in high and we get less, if they come in low. Increasingly important is whether our students get jobs. That's an important part of this league table. So the government does a survey six months after graduation of our students and asks them if they've got jobs. They ask them what kind of jobs they've got. So if they're working in a supermarket, then they get a big X, this is not good. If they've got a job as a manager



Figure 2: Changing tourism education (Photo: G. Miller)

of a hotel or working at an airline, they get a tick—so the student satisfaction, research on entry level and employability. Graduate jobs are really important in these league tables.

What we see is a reduction in the range of tourism programs. About 10 years ago, there was a big explosion in the number of tourism programs and some very specialist tourism programs. We had degrees, full degrees in heritage tourism, or rural tourism, this was quite big but now it has come down. Tourism anthropology, tourism business systems, leisure tourism has declined quite a lot, ecotourism is another small program, cultural tourism also. We had lots of specialist degrees set up, probably with one or two members of the staff of the university. But what we've seen is a consolidation, a reduction in the number and the range of those programs. What we have seen is a concentration around tourism management, tourism operations, that's where the majority of our programs exist.

So we look at the number of students studying tourism degrees in the UK. These are a little bit difficult to work out because of the way government counts the number of students. If a course is doing tourism and management, does it count as a tourism course or does it count as a management course? Or if it's doing aviation and tourism, is it an aviation course or a tourism course? The best we can work out is that there are about 9000 students in the UK studying just tourism. What's interesting is that 2010/2011 was the last, what we might call a 'normal year'. After that, the government increased the fee, and we saw our numbers go down. This year, our applications are up again. So we are about 40% of last year. Last year was down by 20% so we are above a little bit from 2011. Across the country, everybody seems to be up again. So my guess is that we may get to 10,000 tourism students this year or next year, if the government doesn't change things again.

If you look at the broader definition of tourism, and so to include hospitality, and particularly to include events; event management has been amazing, it has grown and grown over the last 5~7 years. Before then, there was almost nothing, but events have just taken off. We run programs in events as well. I often ask my colleagues who teach events whether the events students are taking away from tourism students, so are tourism students, if they have a choice whether to choose tourism or events, are they choosing events? When we ask our events students 'did you think about tourism?' they say no. So there seems to be a view, at least in our experience and in other UK universities, that these events students are different; they are not tourism students who transferred across, these are new students. So the pool has grown.



The events students – we do this from micro perspectives, how to manage events, almost more of a hospitality approach, how to manage an event, project management, but also a macro approach. So if you are a destination, what benefit does hosting an event bring to your region? What are the advantages and disadvantages of hosting an event? So we look at event management from micro as well as macro perspectives.

You look at all of these students across all of these broader definitions of tourism, we have around 32,000 students studying in the UK. So as I said my university has around 800 studying tourism, hospitality and events, there are around 32,000 in the UK. So we have a lot, this is a big market. There's almost exactly the same number of students who are studying business in the UK. So tourism has grown to be a big subject to study in numbers in the UK.

#### *Sandwich degree*

If you look at the split, the breakdown, obviously the majority are on their first degree, so undergraduate students. The vast majority of these are studying full-time. If you look across other degrees, you'd expect to see more part-time study. For some reason or another, I don't understand why, but tourism students prefer to study full-time than part-time. What we are seeing is a big increase in the number of what we call a 'sandwich degree', a 4-year degree where one year is spent in industry, is spent working. So our degree, the 1<sup>st</sup> year, 2<sup>nd</sup> year are at Surrey, the 3<sup>rd</sup> year is spent in industry, and they can go anywhere in the world, and the final year is back with us. So it is a four-year degree, they don't have to do a year in industry but we really push that, and around 60-70% do the industry year at the moment. We have some students who are mature students, so they are older when they come to my university, so they already have work experience. We tend to have a few who left school at 16 or 18, they'd gone to work in a hotel, they've worked up, they got to a point where they know they can't go any higher because they don't have a degree, so they come back to study a degree with us. We get cabin crews from airlines as well. Again they'd left school at 16 or 18, they do their jobs for a few years, but they can't get any higher, so they come to us. So they only want to do three years, do 2<sup>nd</sup> and 3<sup>rd</sup> year and then leave, because they already have work experience. So we make it optional, but for most of the students we try to push them to do industry. And as students are paying more money now, when they leave, they want to get a job straight away. The year of work experience is so important to us. So for all UK universities, we are the No. 1 university for employment in the UK. Around 95% of our students get a job within 6 months of

leaving the university. So we have a really strong employment record, and one of the key reasons for that is this sandwich year. We really push it, we put a lot of importance on helping students to get a placement organised.

#### *Gender balance*

If we look at the gender split, it's about 60-40 female to male. If you turn that around, our engineering department is completely opposite, our science department is the complete opposite, but we are around 60 to 40 female to male. But interestingly if you look at events, events are very heavily skewed towards the girls, 80% of the students are female. In business, it is evenly balanced, partly because it also includes accounting and finance, which is much more male dominated. But across higher education across the UK now, there is quite a big gender difference in the UK; many more females are going to universities than males in the UK, partly because of the change in the assessment. Girls are doing much better than boys in the UK. We used to have a very exam-based curriculum at high school. So you would study at high school and at the end of 2 years, you have 3-hour exams, always in June, usually in a very hot room, and everything comes down to one or two 3-hour exam. That then changed, and we now have continual assessment; we have projects, we have continual assessment over the two years. Since then girls got much better and boys got much worse. So the conclusion is boys are better at exams, because it is a bit of a gamble, it's a bit of a risk, boys because of the testosterone – do better at risk, but girls are better at organisation, planning, preparation, so girls' performance at high school has gone up, boys' have gone down. I'm sure girls are studying harder as well, but only partly because of that.

If we look at entry grades, you notice that tourism's peak is lower than the peak for higher education in general. The average entry grade for tourism students on average is lower than for all courses across the UK.

We have a lot of students from EU, and non-EU countries (for Tourism). At my university at postgraduate level, we have about 95% from outside UK. We have very few British Master's students, most of them are non-British Master's students and Undergraduate is about 50%. So we have a lot of international courses, very mixed programs.

#### *Career*

If we look at where the students go, around 50% of students get jobs within six months of graduating from tourism courses across the country. That's not too bad, compared to other industry sectors. We are about 95%, and across the sector

around 50%, who've got a full-time job, and the majority of those get jobs in big companies, companies with more than 250 employees. Relatively few, around ¼, get jobs in small companies.

So I said that students when they're surveyed, they have to have a job within six months but it has to be a job at a certain level, what we call a 'graduate job'. We see students are getting more non-graduate jobs than they are getting graduate jobs. So this is a concern for us because students are not getting jobs the government thinks are graduate jobs. My response is that firstly their definition is wrong. What is a graduate job and non-graduate job is not correct, not accurate, because even if you left university with a top degree, and you went to work at Hilton or any of the top hotel companies, they would still put you at the bottom of the company when you went to join them. You'd move up very quickly, but they'd still put you at the bottom. So the point at which you join the company six months after the graduation, you'd be at the bottom. You'd be at non-graduate job. In two years, you'd probably be a deputy general manager of a hotel, a very senior job, but when the government does its survey, you're in non-graduate job. So it's a definitional problem. The second thing is that if my graduates are getting non-graduate jobs, then what are the non-graduates doing? They are unemployed. So I think there is still a case for universities because if my students are getting those jobs, people who should be getting those jobs are doing nothing. So this reflects how difficult it is for young people to get employment.

I hope I tried to provide you with an overview of the tourism education in UK. I hope there weren't too many numbers but I wanted to give you information that you might find useful.

What I want to do now is just to talk about how that translates into our programs. So we ask ourselves what is the purpose of tourism in higher education, what are we trying to achieve? Our university is ranked No. 12 in UK - we have 150 universities. Our vice chancellor has a '10-100-10' strategy; so in 10 years, we'll be in top 100 universities in the world, and in the top 10 universities in the UK. So currently we are about 200 in the world. We are trying to be top 10 in our academic performance, so we must have a high level of academic performance. Our students come with high grades, but we run tourism programs, so when we speak to the industry about the kinds of graduates they want, they want very practical skills, they want very vocational skills. So we have to balance these two. Sometimes these are contradictions and challenges, how can we offer vocational practical courses at a top academic

institution?

### *Philosophic practitioner*

We have this idea, which we refer to as a 'practical philosopher' or a 'philosophic practitioner' that was written by John Tribe, who is one of my professors of tourism now<sup>viii</sup> (Figure 3). The paper really thinks about what is the purpose of tourism in higher education, and it looks at the way in which tourism education has been dominated by the vocational aspect, been dominated by industry, it has very much a business orientation to it. If we want tourism education to only exist at colleges or lower level universities, we can think about only vocational practical issues. But if we want to raise the standard of tourism education, raise the standard of tourism research, then we have to increase the academic content of tourism education. So that's what this is trying to do.

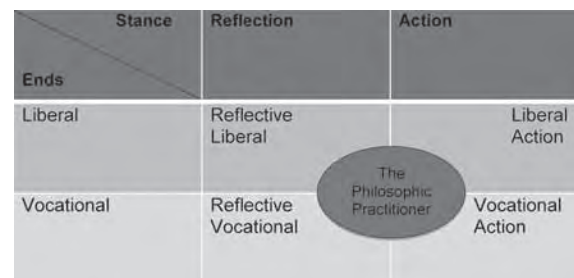


Figure 3: Philosophic practitioner, from Tribe, John. 2002. The philosophic practitioner, *Annals of Tourism Research*, Vol.29 (2): 338-357, p348.

It is really a way to strike a balance: we can have two ends, or if you like two purposes of education. One is the very traditional academic purpose, which is education for the sake of education; purely the liberal education is good, just thinking is a good thing - probably the reason that many of us went to university, we just want to think about things. Against that is the vocational, very practical aspect of tourism education. So we have two different purposes. And then with our approach to pedagogy, with our approach to teaching, we can have two different stances, two different perspectives: we can either encourage action, we can encourage people to learn how to do things, or we can encourage people to reflect, to think and philosophise. So with those two stances, and two ends, or two purposes, we come up with four different quadrants or four different components we try to include in our curricula.

We have vocational action: we train students to do things. They learn how to use Microsoft, they learn how to communicate, they learn how to work in groups. We have a restaurant, a training restaurant, so they learn how to work in a kitchen. They learn very practical "how to do" things. But

what we also teach them is how to reflect upon their practice, so instead of just how to do things, how to do things better next time. So if they're working in groups, we always ask them 'ok, now write a small piece on what you've learned about how you learn – don't just tell me what you've learned about your assignment, but tell me how you learned, so next time you can be more effective and more efficient with your learning. We always add a reflection within our assignment so that next time students can be better. So when students spend a year in a company on their industrial placement, this is vocational action, at the end of that year before they come back, they have to write a report about what they learned and about how they learn. This is quite a long report about "what I thought it was going to be like, what it was actually like, and therefore what I'd do differently next time". So this is reflective vocational education. What we call theory-in-practice: this is what the books tell us, this is what you've actually done, what we've learned from that. Now most of that thinking is about how we make practice better in future, but I think what we need to do more of, is to reflect on, how to make theory better. But most of our thinking is how to make practice better.

This quadrant here, the reflective liberal, this is thinking, this is a very discipline-based approach to education. We might study tourism from geography or from an economic perspective, or anthropology perspective – thinking about tourism but from different disciplines. This is what tourism is really good at. Tourism is really good at bringing in all these disciplines to tourism and your faculty is a good example of that. So trying to reflect on the subject of tourism, but from different perspectives, so we have a module called tourism social science and every week, we have somebody look at the subject of tourism from the different disciplinary perspectives. So I teach one week on ethics and tourism, my colleague would teach on economics or geography, or anthropology because we all think about the problem differently, and this is where we want to spend our time. Universities are nice, safe spaces for thinking, so we should take advantage of that, and the students should take advantage of that too. We need to encourage our students to just think just because thinking is good.

The last component here is called liberal action, this is a really difficult step and this is what we are trying to do now, to take this thinking, take this reflection and to do something with it, to do, what we call world-making. So actually try to change society in a way. Not just to stand back and look at society, but actually step forward to bring our ideas into society and try to change things as well, so we become action-oriented, not just standing back and reflecting. We're trying to include some

modules on volunteering. The students, if they go volunteering at an organisation for a charity, they should get some credits for their courses. When they come back to the classroom, then they can reflect on their experience, practical and philosophical experience, and they can develop that in future. So we're trying to spend time doing more of this. When we do our field trips, we spend time in organisations in Kenya or Morocco, being in the places we go to, we bring our ideas forward. Otherwise education is a bit of an indulgence, it's a luxury for us, but we're not using it, and this may be why the contract with the society is becoming a bit stretched; so the society sends the money, and as academics we take the money, and we think but if we're not sending anything back, then it's not a very good contract. So we're trying to do more of the liberal action.

Bringing all these together is what we are trying to do. We have the philosophy department, politics department doing the philosophising, we have very vocational education, accountancy, law etc, but these different types of knowledge exist in different people - so we have people who are technically competent, but not really reflective, other people are really reflective but not very practical. What we see in tourism, is the opportunity to bring that all together in one person. So each student should have all of these components in their education, in their curricula, and therefore when they have the need, they have all these components within them. This is our approach to tourism education, how we try to bring business and non-business aspects of tourism, and the societal and the industry challenges and the opportunities together into tourism education.

(記録・編集 加藤久美)

#### (Endnotes)

- i <http://www.nchum.org/>
- ii <http://www.bpp.com/university-college>
- iii <http://www.laureate.net>
- iv <http://www.qs.com/index.html>
- v [www.khanacademy.org](http://www.khanacademy.org)
- vi [www.brookings.edu](http://www.brookings.edu)
- vii <http://www.theguardian.com/education/table/2012/may/22/university-guide-tourism-transport-travel>
- viii Tribe, John. 2002. The Philosophic Practitioner. *Annals of Tourism Research*, Vol. 29 (2): 338-357.